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32 PAGES OF MUSIC AND MUSICAL LITERATURE
IN THIS NUMBER.

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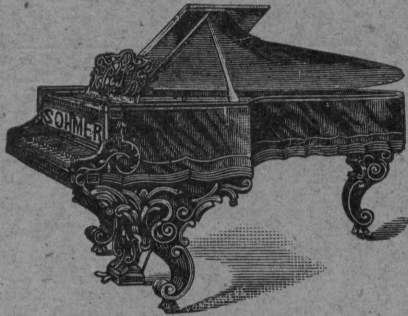
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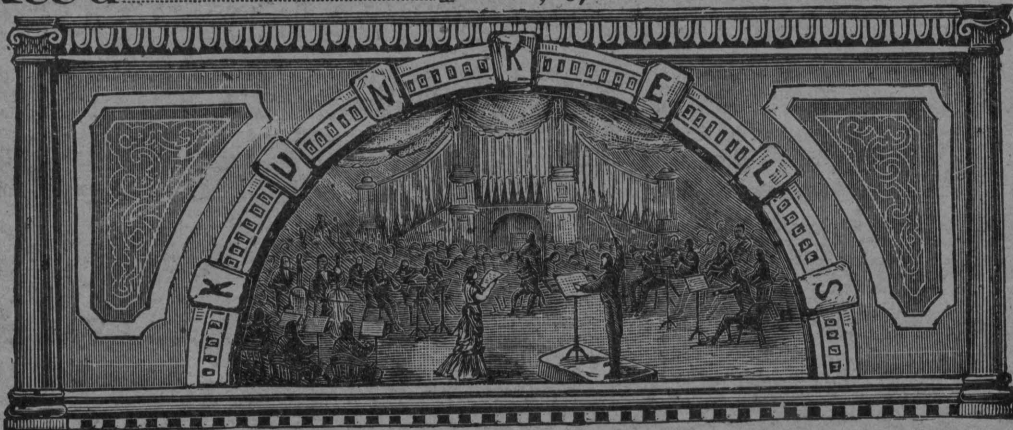
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TRIBUTE TO RUBINSTEIN.

AIn an article by Madame Marchesi which appeared recently that well known authority in matters musical says concerning Rubinstein: How unlike the French composer was Anton Rubinstein! He was all life, all artistic purpose, all strength, courage and decision. One must have seen this Titan at the piano to understand his nature. But he, too, was in life a simple, modest man, free from all affectation. To hear Rubinstein play was a rare delight, and for thirty years he was to me a true friend. He often sought to engage me for the St. Petersburg Conservatory, but I withstood his entreaties, dreading for my family and myself the severe climate of Russia. The last days of the celebrated artist were most gloomy, for he lost his sight; his death, which occurred

but a few years ago, was unexpected, almost sudden. Some years ago both Liszt and Rubinstein were present at a musical soiree at my house, at which Saint-Saens played a fantasia on "Faust" by Liszt, while Calve sung an air from Gounod's setting of Goethe's poem, and Emma Nevada the air from "Mireille" of Gounod. Rubinstein bore a strange and striking resemblance to Beethoven.

MASCAGNI AND THE MANAGERS.

A funny story is going the rounds in Paris, says an exchange, about the great Italian composer and conductor Pietro Mascagni and the American managers who are said to have offered him \$80,000 for an eight weeks' tour of the United

States with an Italian orchestra to play the music of his operas, "Cavalleria Rusticana," "L'Amico Fritz," and "I Rantzau."

These managers, Klaw and Erlanger of New York, according to the story, want to cancel the contract now because Mascagni refuses to let his hair grow a la Paderewski, or to otherwise give himself the conventional look of an inspired genius, deemed necessary to draw large audiences of women.

A PARISIAN musical critic, Mr. Camillo Bellaigne, has discovered that Mazzini discovered the principles of Wagnerism before Wagner himself! He declares "there is not a truth in the new faith, the faith so completely German, of which an Italian has not felt the mysterious approach and, in advance, the exact definition."

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August, 1901.

KUNKEL BROS., Publishers, 2307 Locust St., St. Louis, Mo.

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THOMAS M. HYLAND, . . . EDITOR.

AUGUST, 1901.

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WHEN MAY CHILDREN OF A TENDER AGE BEGIN TAKING PIANO LESSONS AND HOW SHOULD THEY BE TAUGHT?

THESE are important questions in which every pianist is deeply interested, since on their proper solution depend the saving of much time and money as well as the laying of a solid foundation and the careful and systematic advancement of the pupil.

A child may begin taking piano lessons at as tender an age as six years. It is not to be expected, of course, that a child of six or even nine years will study with that attention which is necessary when once serious work is begun. But under the guidance of a capable and lovable teacher, who will give the child a short daily lesson of from fifteen to thirty minutes, the drudgery of practice will not be apparent. The child will be gradually and almost unconsciously led through the early stages of music and prepared for the more serious and advanced work to come. With the teacher present at practice, the little hands will be saved from the many pitfalls that beset their way and faults that arise will be nipped in the bud, as it were, and corrected then and there.

Giving a young pupil, say one or two lessons a week, and letting it grope its way in the dark the rest of the time is a sheer waste of time and money. Arrangements can be made with a reputable teacher to oversee the daily practice of the pupil at but a moderate price that will be trifling compared to the results achieved in the work of the pupil.

When the pupil has become sufficiently advanced to think independantly and recognize the value of careful practice, the daily services of the teacher can be dispensed with

and lessons taken once or twice a week. One of the hardest trials in the life of the conscientious teacher is to come across pupils who have been in the hands of careless and incapable teachers. Far better would it have been if the pupil had never taken a lesson from such a teacher, since the work must be undone and a proper foundation laid.

Parents owe it to themselves and their children to look more to the musical training of their children—to put them into competent hands and have them guided carefully in their earlier years.

T. LOUIS EXPOSITION.

THE 18th Annual St. Louis Exposition opens September 9th, and promises to be one of the most successful in the history of the Exposition. The exhibitors include the Philadelphia Commercial Museum which will show Mexican, Japanese, Chinese, and other foreign exhibits.

The Louisiana Purchase Exposition Association promise a most interesting feature in showing plans and schemes for the 1903 World's Fair.

A number of attractive electrical exhibits are also promised. An interesting feature will be the Art Collection which will comprise most of the finest paintings owned in St. Louis, and many of the treasures of art lovers here will be publicly exhibited for the first time. The Art Exhibit will be well worth a visit.

The comfort of visitors will again be made the first consideration. A free nursery for infants will again be provided. Free admission to the Exposition will be given to children under the age of six; between six and twelve, 10c.; and all over twelve, 25c.

The music this year will be kept up to its former high plane, Seymour's Band of fifty soloists having been engaged to give four concerts daily, which will be supplemented at the evening concerts with vocal music—solos, quartets and choruses. Those who remember Seymour's success last year under many disadvantages in the Coliseum will be delighted to learn that the concerts will be given this year in the magnificent Music Hall, and the probability is that its enormous seating capacity will be taxed to its utmost at every concert.

The principal free attraction in the Coliseum will be a series of "Living Pictures of the Louisiana Purchase," gotten up on a scale

commensurate with the purchase, and of the Coliseum which is the finest concert and convention hall in the world, with a seating capacity of 15,000 so arranged that all can hear.

FRANK DAMROSCH ON CHOIR MUSIC.

THIS authority on matters musical is credited with having expressed himself, in a recent interview, as follows: The quartette choir is frequently nothing but a means of entertainment and for that very reason the better the quartette the less it is suited to a church service. As a matter of fact, many church people have no hesitancy in saying that they want fine music in the church simply in order that people may be attracted to the service.

While I personally enjoy the singing of a first-class quartette, I consider that church music must be more than a mere appeal to the musical or artistic sense. The element of worship must predominate, and for that reason that class of music which does not bring the individual performer prominently before the congregation, but which attracts the attention of the audience to the character of the music itself and brings out the religious feeling of the listener, will be much more in conformity with the character of a church service.

These are the reasons why I consider a chorus choir preferable to a quartette. I must admit that in the present condition of musical education in this country, the volunteer chorus choir is as a rule unsatisfactory but it seems to me that a paid choir can be organized in any church where the present quartette costs from \$2000 to \$2500 per year. Very good singers could be obtained for \$3 a Sunday on the outside, and as the choir is frequently dispensed with in the summer, they would need to be paid for only forty Sundays in the year, and a chorus of twenty could thus be maintained for \$2400 a year. In many cases it would be unnecessary to pay as much as \$3 per Sunday.

As to whether the members of a church choir should be professing Christians; in other words whether they should believe that music is the expression of divine thought and feeling and that therefore any person who leads a moral life and is musically gifted, be his personal belief what it may, can give adequate musical expression to religious feeling.

"Where in the church should the choir be

located?" I do not care where it is so long as one cannot see the women's bonnets. If the choir is placed in view of the congregation, I think the singers should wear vestments. It is better, as a rule, to have the choir out of sight.

If the student will abandon the idea that he is an accomplished musician with little to learn, and will lay himself out to receive, he will soon realize the truth of the saying that "Art is long, but life is short," and when he reaches that point there is some hope that he may, in the course of time, become a good musician according to the best standard.

MR. CHARLES GALLOWAY, the talented St. Louis organist, gave a series of three recitals on the great organ in the Temple of Music on the Pan-American Exposition grounds at Buffalo, with immense success.

THE true aim of art is to teach, to elevate gradually the soul of mankind. I do not believe there is a more beautiful mission in the world than that of the artist who understands the role he is called upon to play in this world. It is not only an artistic education, but a truly spiritual one which the pupils must receive in the second and more important phase of their instruction. — Vincent d'Indy.

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PRELUDE.

Ascher - Bülow.

Allegro brillante. ♩ - 112

1.

The musical score is written for piano and bass. It begins with a treble clef and a 2/4 time signature. The tempo is marked 'Allegro brillante' with a metronome marking of 112. The score is divided into six systems. The first system starts with a piano (p) dynamic and a mezzo-forte (mf) dynamic. The second system features a mezzo-forte (mf) dynamic. The third system includes a forte (f) dynamic. The fourth system has a crescendo (cres.) marking. The fifth system includes a forte (f) dynamic. The sixth system concludes with a forte (f) dynamic. Pedal points are indicated with 'Ped.' and asterisks. Fingerings are marked with numbers 1-5. The piece ends with a final chord marked with a double bar line and a fermata.

1445 - 29

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HEATHER BELLS POLKA.

(New, Revised Edition.)

Jacob Kunkel.

Vivo ♩ - 132.

Scherzando.

The musical score is written for piano and bass. It consists of four systems of music. The first system begins with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The tempo is marked 'Vivo' with a quarter note equal to 132 beats per minute. The first system includes a treble staff with a melody featuring triplets and slurs, and a bass staff with a simple accompaniment. The second system continues the melody and accompaniment. The third system introduces a 'Scherzando' section with a more complex melody in the treble staff. The fourth system concludes the piece with a final flourish in the treble staff. Pedal points are indicated by 'Ped.' and asterisks (*) throughout the score. The score is marked with 'mf' (mezzo-forte) and 'p' (piano) dynamics.

805 - 7

Copyright Kunkel Bros. 1886

This page of piano sheet music consists of six systems, each with a treble and bass staff. The music is written in a minor key and includes various musical notations such as fingerings, pedaling, and dynamics.

System 1: Treble staff begins with a forte (*f*) dynamic. Fingerings include 5, 3, 4, 2, 1, 3, 2, 1, 2, 3, 5. Pedaling is indicated by "Ped." and asterisks (*).

System 2: Treble staff includes fingerings 1, 2, 3, 4, 5, 4, 1, 2, 4, 5, 3, 2, 1, 2, 3. Pedaling is indicated by "Ped." and asterisks (*).

System 3: Treble staff includes a crescendo (*cres.*) marking and fingerings 4, 2, 1, 3, 2, 1, 2, 3, 4, 3, 2, 1, 2, 3, 4, 3, 2, 1. Pedaling is indicated by "Ped." and asterisks (*).

System 4: Treble staff begins with a forte (*f*) dynamic. Fingerings include 5, 3, 4, 2, 1, 3, 2, 1, 2, 3, 5. Pedaling is indicated by "Ped." and asterisks (*).

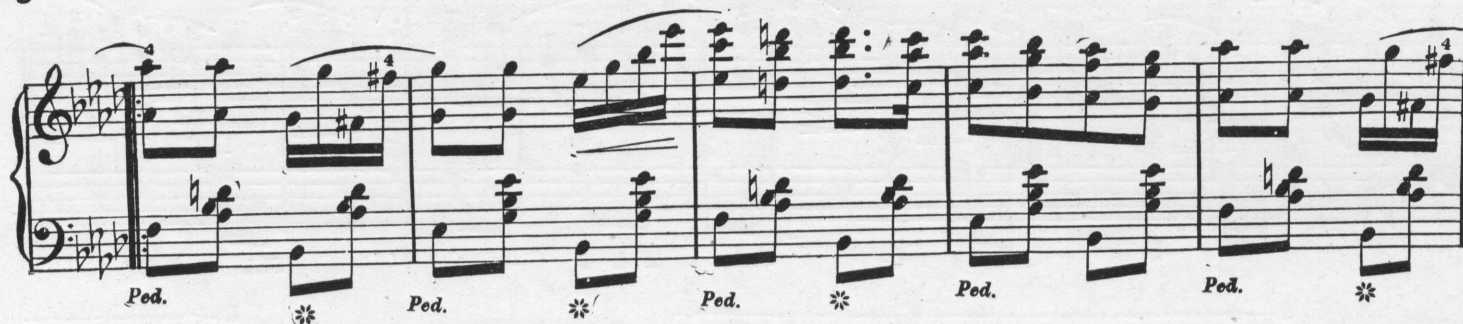
System 5: Treble staff includes fingerings 1, 2, 3, 4, 5, 4, 1, 2, 4, 5, 3, 2, 1, 2, 3. Pedaling is indicated by "Ped." and asterisks (*).

System 6: Treble staff includes a crescendo (*cres.*) marking and fingerings 4, 2, 1, 3, 2, 1, 2, 3, 4, 3, 2, 1, 2, 3, 4, 3, 2, 1. Pedaling is indicated by "Ped." and asterisks (*).

805 - 7

Handwritten musical score for piano, consisting of six systems of staves. The notation includes treble and bass clefs, key signatures, and various musical symbols such as notes, rests, and dynamic markings. Fingerings are indicated by numbers 1-5 above notes. Pedal markings are present throughout, often accompanied by asterisks. The score concludes with two endings, labeled 1. and 2., and a final measure marked with a double bar line. The page number 805-7 is visible at the bottom center.

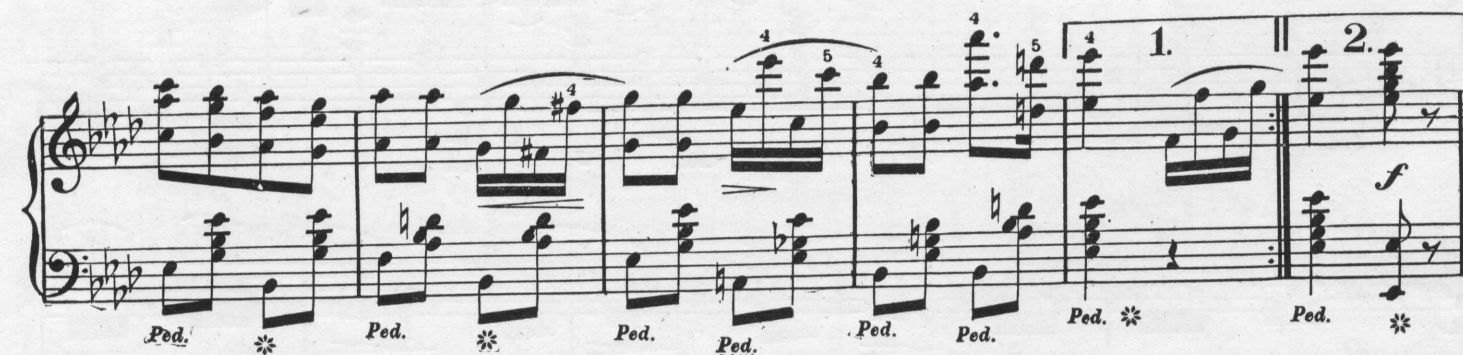
805 - 7



First system of musical notation, featuring a treble and bass staff. The music is in a key with three flats (B-flat, E-flat, A-flat) and a common time signature. The bass staff includes several measures with the instruction "Ped." (Pedal) and asterisks indicating specific pedal points.



Second system of musical notation, continuing the piece. It includes various musical notations such as slurs, ties, and dynamic markings. The bass staff continues with "Ped." and asterisks.



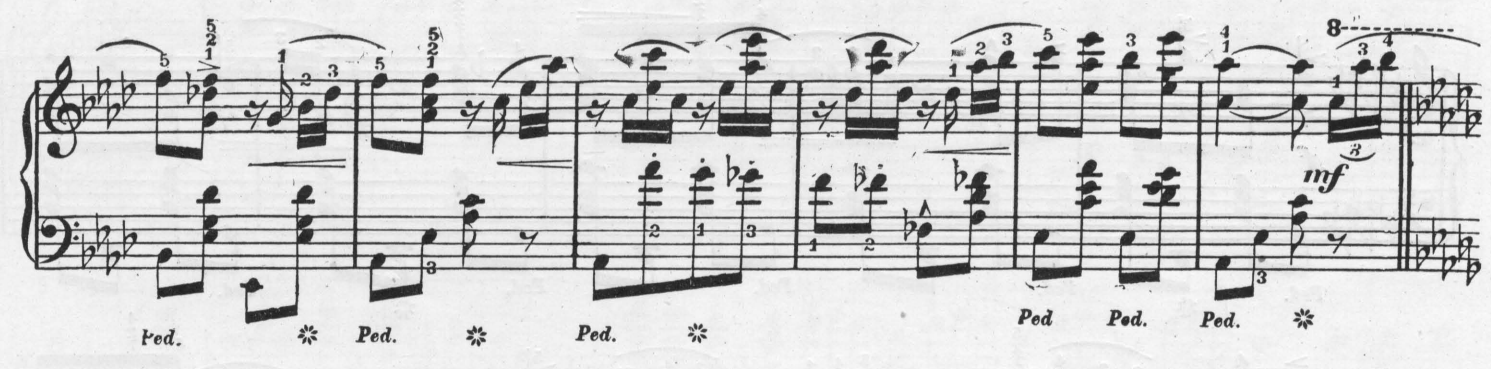
Third system of musical notation, featuring a treble and bass staff. The music includes a repeat sign and first/second endings. The bass staff includes "Ped." and asterisks.



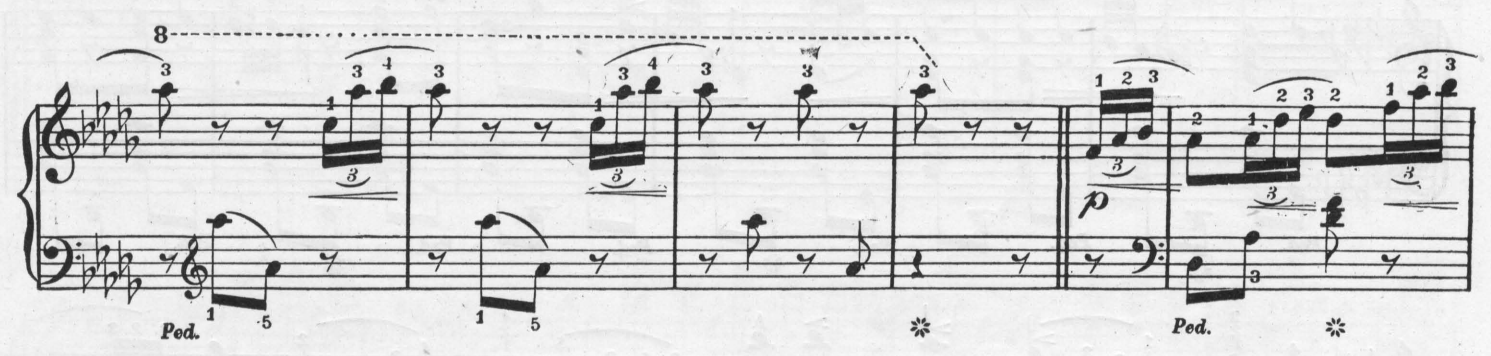
Fourth system of musical notation, featuring a treble and bass staff. The music includes a piano (*p*) dynamic marking and various musical notations. The bass staff includes "Ped." and asterisks.



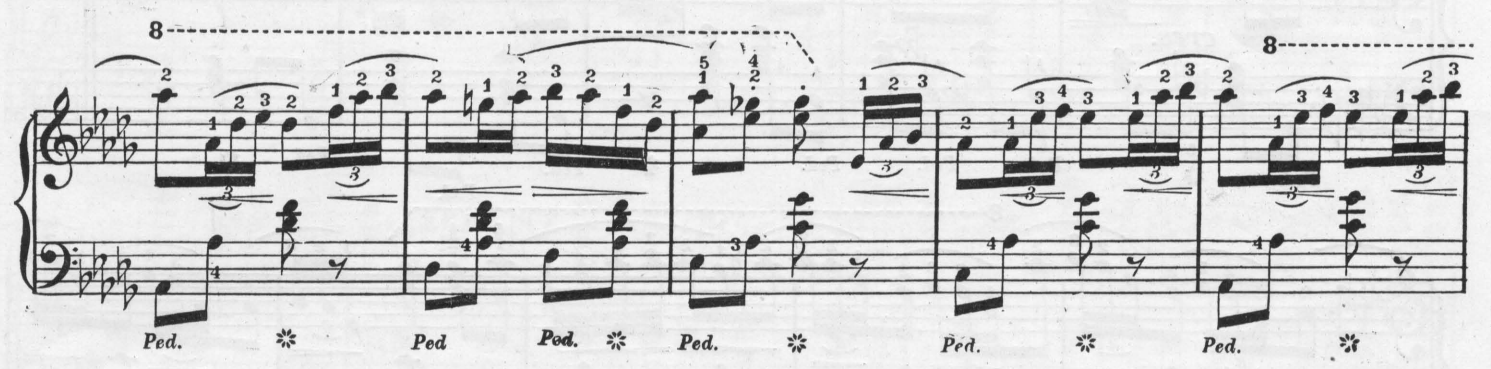
Fifth system of musical notation, featuring a treble and bass staff. The music includes a crescendo (*cres.*) marking and various musical notations. The bass staff includes "Ped." and asterisks.



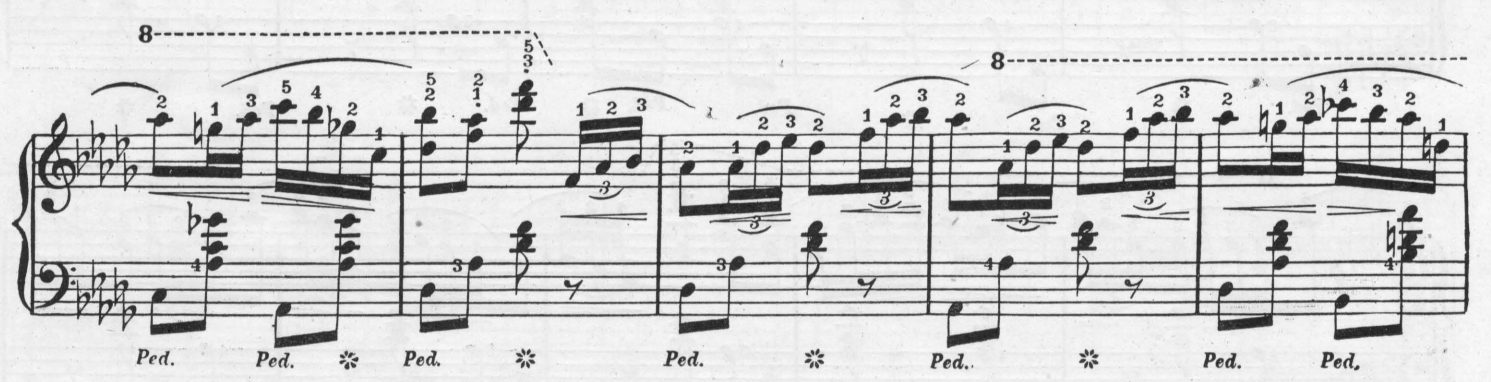
The first system of musical notation consists of a treble and bass staff. The treble staff features a series of chords and single notes with various fingerings (1-5, 2-3, 4-5) and slurs. The bass staff provides a harmonic accompaniment with chords and single notes. Pedal markings are present below the bass staff: "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, and finally "Ped." followed by an asterisk. A dynamic marking of *mf* is placed above the treble staff towards the end of the system.



The second system of musical notation continues the piece. The treble staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. The bass staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. Pedal markings are present below the bass staff: "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, and finally "Ped." followed by an asterisk. A dynamic marking of *p* is placed above the treble staff towards the end of the system.



The third system of musical notation continues the piece. The treble staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. The bass staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. Pedal markings are present below the bass staff: "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, and finally "Ped." followed by an asterisk.



The fourth system of musical notation continues the piece. The treble staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. The bass staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. Pedal markings are present below the bass staff: "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, and finally "Ped." followed by an asterisk.



The fifth system of musical notation continues the piece. The treble staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. The bass staff has a series of chords and single notes with fingerings (1-5, 2-3, 4-5) and slurs. Pedal markings are present below the bass staff: "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, then "Ped." followed by an asterisk, and finally "Ped." followed by an asterisk. A dynamic marking of *f* is placed above the treble staff towards the end of the system.

This page contains six systems of musical notation for a piano piece. Each system consists of a treble and bass staff. The notation includes various musical symbols such as notes, rests, and dynamic markings. Fingerings are indicated by numbers 1-5 above or below notes. Pedaling instructions are marked with "Ped." and asterisks (*). A crescendo marking "cres." appears in the third system. The piece concludes with a double bar line and a repeat sign. At the bottom, a page number "805-7" and a instruction "To shorten the piece skip to page 9" are provided.

f

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

cres.

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

805-7 To shorten the piece skip to page 9

8

cen - do.

Ped. * Ped. Ped. * Ped. * Ped. Ped.

IL TROVATORE

(Verdi.)

Carl Sidus Op. 125.

Andante ♩ = 72

p

Ped. *Ped.* * *Ped.* *Ped.* * *Ped.* *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

p

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

Ped. * *Ped.* * *Ped.* * *Ped.* * *Ped.* * *Ped.* *

595 - 3

4

*Vivace**Allegro* ♩ = 138.

First system of musical notation, measures 1-4. The music is in 3/4 time. The right hand features a series of eighth-note triplets and sixteenth-note patterns, while the left hand provides a steady accompaniment of eighth notes. Dynamic markings include *f* (forte) and *sf* (sforzando). Fingering numbers 1, 2, 3, 4, and 5 are indicated above the notes.

Second system of musical notation, measures 5-8. The right hand continues with complex rhythmic patterns, including triplets and sixteenth-note runs. The left hand maintains a consistent eighth-note accompaniment. Dynamic markings include *f* and *sf*. Fingering numbers are present above the notes.

Third system of musical notation, measures 9-12. The right hand features more intricate patterns, including a triplet of eighth notes followed by a sixteenth-note run. The left hand continues with eighth-note accompaniment. Dynamic markings include *f* and *sf*. Fingering numbers are present above the notes.

Fourth system of musical notation, measures 13-16. The right hand shows a mix of eighth and sixteenth notes, with some rests. The left hand continues with eighth-note accompaniment. Dynamic markings include *p* (piano) and *f*. Fingering numbers are present above the notes.

Fifth system of musical notation, measures 17-20. The right hand features a series of eighth-note patterns, some with accents. The left hand continues with eighth-note accompaniment. Dynamic markings include *f*. Fingering numbers are present above the notes.

Sixth system of musical notation, measures 21-24. The right hand features a series of eighth-note patterns, some with accents. The left hand continues with eighth-note accompaniment. Dynamic markings include *f*. Fingering numbers are present above the notes. The system concludes with a double bar line and a repeat sign.

Moderato $\text{♩} = 60$

5

p Cantabile.

rit.

Ped. *Ped**

Allegro $\text{♩} = 96.$

f

f *ff* *ff*

Ped. *595 - 3 Ped.*

WELCOME, SWEET BIRD.

(WILLKOMMEN, LIEBES VOGLEIN.)

Words by Thomas Moore.

Translation by H. Hartmann.

W. D. Armstrong.

Allegretto. $\text{♩} = 144$

2. Vög - lein, du sinkst! Soll ich
1. Vög - lein. will - komm, das die

1. Wel - come, sweet bird, through the
2. Yet dost thou droop - ev - en

2. träumen und sin - nen! We he, dein Herz' über - wäl - tigt nun stockt!
1. Luf - te früh - mor - gen Sach - te durch - schwebt über Was - ser und Flur.

1. sun - ny air winging, Swift hast thou come o'er the far - shining sea,
2. now while I ut - ter Love's hap - py wel - come, thy pulse dies a - - way;

There is a violin obligato to this song making it still more effective as a concert number. It can be had of the publishers by remitting ten cents.

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1413 - 3

Sag' mir, wie kann ich dir Ret - tung ge - win - nen,
Am schnee - gen Hals hast du in - nig ge - bor - gen

1. Like Se - ba's dove, on thy snow - y neck bring - ing
2. Cheer thee, my bird - were it life's eb - bing flut - ter,

Ret - tung den Brust der die Bot - schaft ent lockt!
Sü - sses - ten Lie - bes - glücks hei - lig - sten Schwur.

1. Love's writ - ten vows from my lov - er to me.
2. This fond - ling bos - om should woo it to stay.

A - ber du stirbst nun nach treu - em Voll - bring - en,
Ach, da du fern warst, wie zählt ich die Stun - den;

1. Oh, in thy ab - sence, what hours did I num - ber! -
2. But no - thou'rt dy - ing - thy last task is ov - er -

2. Op - fer der Lie - be; a - - de nun ver - seht!
 1. Klag - te oft: Vög - lein wie lang - e du säumst!

1. Say - ing oft, "I - dle bird, how could he rest!"
 2. Fare - well, sweet mar - tyr to Love and to me!

p *cres.*
 Ped. * Ped. *

2. Lächeln des Glü - ckes hat dein kühn Ge - ling - en In Thränen des
 1. Doch du bist hier und bist da - mit ent - bun - den; Nun ge - he zur

1. But thou art come at last, take now thy slum - ber, And lull thee in
 2. The smiles thou hast wak - en'd by news from my lov - er, Will now all be

ff
 Ped. * Ped. * Ped. * Ped. * Ped. * Ped.

2. Leids und der Trau - er ver - kehrt.
 1. Ruh' und merk' was du träumst.

1. dreams of all thou lov'st best.
 2. turn'd in to weep - ing for thee.

mf *p*
 Ped. * Ped. * Ped. * Ped. * Ped. * Ped.

* Ped. * Ped. * Ped. 1413 - 3

TO THE CIRCUS. GALOP.

Vivo. $\text{♩} = 138.$

24.

f *dim.* *p* *sfz* *cres.* *fp* *f* *mf* *p*

Ped. *

31

Handwritten musical score for 'The Rose Tree'. The score is written on two staves, Treble and Bass clef. The key signature is one flat (B-flat). The melody is in the Treble clef, and the accompaniment is in the Bass clef. The piece consists of 31 measures. The notation includes various musical symbols such as notes, rests, and fingerings. The piece ends with a double bar line and a repeat sign. The page number '31' is written in the top right corner.

Violin I

Violoncello

cres.

fp

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Repeat from the beginning to \$ then close with Coa

Repeat from the beginning to ~~the~~ then close with Coa

FO' DE WA.

Charles Kunkel.

Moderato. $\text{♩} = 120$.

Secondo.

f

rit.

ff

Allegretto. $\text{♩} = 144$.

Primo.

Primo.

Primo.

Tuning the Banjo.

mf

Allegro. $\text{♩} = 120$.

Prelude testing the tuning.

cresc.

f

p

'FO' DE WA.

8

Moderato. $\text{♩} = 120$.

Primo.

Charles Kunkel.

Musical score for the Moderato section, Primo part. The score is in 4/4 time with a key signature of three flats (B-flat, E-flat, A-flat). It consists of three systems of piano and bass staves. The first system starts with a forte (f) dynamic. The second system continues the melodic and harmonic development. The third system concludes with a ritardando (rit.) and fortissimo (ff) dynamic. Fingerings and articulation marks (accents, slurs) are clearly indicated throughout the piece.

Allegretto $\text{♩} = 144$.

Tuning the Banjo.

Musical score for the Allegretto section, Secondo part. The score is in 4/4 time with a key signature of three flats. It begins with a piano (p) dynamic. The piece features a mix of eighth and sixteenth notes, with some rests. The key signature changes to two flats (B-flat, E-flat) in the final measure.

Secondo.

Allegro $\text{♩} = 120$.

Prelude testing the tuning.

Secondo.

Musical score for the Allegro section, Secondo part. The score is in 4/4 time with a key signature of two flats. It begins with a fortissimo (ff) dynamic. The piece features a mix of eighth and sixteenth notes, with some rests. The key signature changes to one flat (B-flat, E-flat) in the final measure. The score includes various articulation marks and fingerings.

♩ - 116.
Banjo Solo.

Secondo.



Banjo Solo.

Primo.

5

1 3 5 2 1 2 1 4 3 5 2 1 2 1 4 1 3 5 3 2 4 1 2 4 3 5 2 1 2 1

p *Giocoso*

A musical score for the song 'The Rose Tree'. The score is written for a single melodic line on a treble clef staff. The key signature is one flat (B-flat), and the time signature is 4/4. The melody is characterized by a series of eighth and sixteenth notes, often beamed together. There are several measures with triplets of eighth notes. The score is divided into two systems, each containing two measures. The first system ends with a double bar line, and the second system ends with a final double bar line. The lyrics 'The Rose Tree' are written below the staff, aligned with the melody.

Measures 1-6 of the waltz. The right hand part is highly melodic with many slurs and fingerings. The left hand part is simple, consisting of a single note per measure.

[illegible]

First system of musical notation. The treble staff contains chords with fingerings 5 4 3 2 1 and 4 3 2 1. The bass staff begins with a half note, followed by rests marked with 'Ped.' and asterisks. The dynamic marking *mf* is present.

Second system of musical notation. The treble staff continues with chords and fingerings. The bass staff has rests marked with 'Ped.' and asterisks, followed by a half note. The dynamic marking *f* is present.

Third system of musical notation. Both staves feature continuous eighth-note patterns. The bass staff has rests marked with 'Ped.' and asterisks.

Fourth system of musical notation. The treble staff has a half note with a slur and a dynamic marking *ff*, followed by a half note with a slur and a dynamic marking *mf*. The bass staff has rests marked with 'Ped.' and asterisks.

Fifth system of musical notation. The treble staff has a half note with a slur and a dynamic marking *ff*, followed by a half note with a slur and a dynamic marking *mf*. The bass staff has rests marked with 'Ped.' and asterisks.

Primo.

7

The first system of musical notation consists of two staves. The upper staff is in treble clef and contains a complex melodic line with numerous slurs, ties, and fingerings (1-5). The lower staff is in bass clef and provides a harmonic accompaniment with chords and single notes, including some triplets. The key signature has three flats (B-flat, E-flat, A-flat).

The second system continues the musical piece with similar complexity in both staves. The upper staff features more intricate melodic patterns with many slurs and fingerings. The lower staff continues the accompaniment with various rhythmic values and chordal structures.

The third system of musical notation follows the same pattern of complex melodic and harmonic development. The upper staff has many slurs and fingerings, while the lower staff provides a steady accompaniment with some triplet markings.

The fourth system of musical notation continues the piece. The upper staff shows a continuation of the melodic line with many slurs and fingerings. The lower staff provides a harmonic accompaniment with various rhythmic values and chordal structures.

The fifth system of musical notation marks a change in dynamics. The upper staff begins with a *ff* (fortissimo) dynamic, followed by *sf* (sforzando) and *mf* (mezzo-forte). The lower staff continues the accompaniment with various rhythmic values and chordal structures.

The sixth system of musical notation concludes the piece. The upper staff begins with a *ff* (fortissimo) dynamic, followed by *sf* (sforzando) and *mf* (mezzo-forte). The lower staff continues the accompaniment with various rhythmic values and chordal structures.



First system of musical notation. The upper staff is in treble clef with a key signature of three flats (B-flat, E-flat, A-flat). It begins with a piano (*p*) dynamic. The lower staff is in bass clef with the same key signature. It features a series of eighth-note patterns with fingerings (1, 3, 1, 3, 2) and a trill marked with a double asterisk (**). The system concludes with a trill and a double asterisk (**).



Second system of musical notation. The upper staff continues with a forte (*f*) dynamic, followed by a mezzo-forte (*mf*) section, and returns to forte (*f*). The lower staff provides harmonic support with chords and eighth-note patterns. Fingerings (4, 1, 2, 1, 5) are indicated for the upper staff. The system ends with a trill and a double asterisk (**).



Third system of musical notation. The upper staff features a mezzo-forte (*mf*) dynamic and contains complex chordal structures with fingerings (5, 3, 1, 4, 2, 1, 5, 2, 1, 4, 2, 1). The lower staff continues with harmonic accompaniment. The system concludes with a trill and a double asterisk (**).



Fourth system of musical notation. The upper staff continues with the mezzo-forte (*mf*) dynamic, featuring complex chordal structures and fingerings (4, 2, 1, 5, 2, 1, 4, 2, 1, 5, 2, 1). The lower staff includes a piano (*p*) section. The system ends with a trill and a double asterisk (**).



Fifth system of musical notation. The upper staff continues with the mezzo-forte (*mf*) dynamic, featuring complex chordal structures and fingerings (4, 2, 1, 5, 2, 1, 4, 2, 1, 5, 2, 1). The lower staff includes a piano (*p*) section. The system concludes with a trill and a double asterisk (**).

Primo.

9

p cresc - - - - - cen - - - - - do. *f* cresc - -

- - - - - cen - - - - - do

ff *f* *mf*

f

p

p

Presto. $\text{♩} = 160.$ 

Presto. $\text{♩} = 160.$

Primo.

11

First system of musical notation, measures 1-6. The right hand features a melodic line with various fingerings (1, 2, 3, 4, 2, 1, 2, 3, 2, 4, 1) and dynamics *p* and *mf*. The left hand provides a simple accompaniment.

Second system of musical notation, measures 7-12. The right hand continues the melodic line with fingerings (5, 4, 2, 5, 3, 3, 1, 3, 2, 4, 1) and dynamics *f*. The left hand accompaniment includes fingerings (3, 4, 3, 4, 3, 4, 3, 4, 3, 4, 3, 4).

Third system of musical notation, measures 13-18. The right hand features a melodic line with fingerings (2, 1, 3, 5, 3, 2, 4, 2, 1, 2, 3, 4, 1, 3, 5). The left hand accompaniment includes fingerings (2, 1, 3, 2, 1, 2, 3, 5, 3, 2, 1, 3, 5) and dynamic markings *ped.* and **.*

Fourth system of musical notation, measures 19-24. The right hand continues the melodic line with fingerings (3, 2, 4, 3, 3, 2, 4, 3, 3, 2, 4, 3, 3, 2, 4). The left hand accompaniment includes fingerings (2, 1, 3, 1, 2, 3, 4, 2, 1, 3, 2, 1, 3, 5) and dynamic markings *ff*, *ped.*, and **.*

Fifth system of musical notation, measures 25-30. The right hand continues the melodic line with fingerings (3, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5). The left hand accompaniment includes fingerings (3, 2, 1, 2, 1, 2, 3, 5, 3, 2, 1, 3, 5) and dynamic markings *ped.* and **.* The system concludes with the marking *accel.*

Sixth system of musical notation, measures 31-36. The right hand continues the melodic line with fingerings (4, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 5). The left hand accompaniment includes fingerings (3, 5, 3, 5, 3, 5, 3, 5, 3, 5, 3, 5, 3, 5, 3, 5) and dynamic markings *ff*, *ped.*, and **.*

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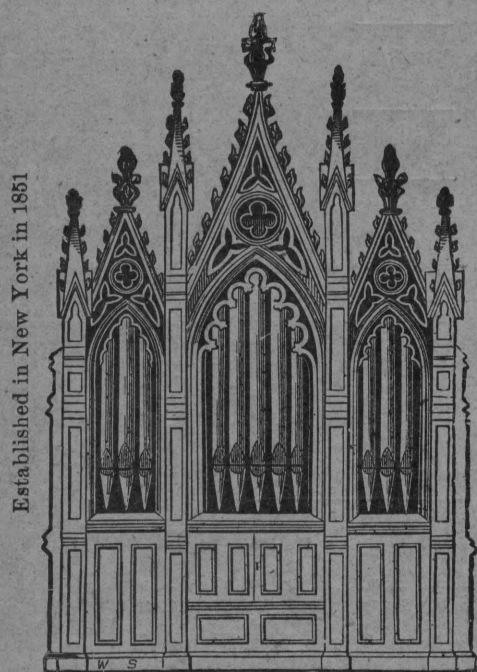
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